DOCUMENT RESUME

ED 344 804 SO 021 724

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TITLE Using the Newspaper in Secondary Social Studies.
INSTITUTION American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE 91
NOTE 94p.; For related documents, see SO 021 726.
AVAILABLE FROM American Newspaper Publishers Association Foundation, The Newspaper Center, P.O. Box 17407, Dulles Airport, Washington, DC 20041 ($35.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Critical Thinking; *Current Events; Curriculum Development; Educational Philosophy; Learning Strategies; *Newspapers; Secondary Education; *Social Studies; *Teaching Methods

ABSTRACT

The major goal of social studies education is to provide students with the skills and knowledge essential for effective participation in society. As a supplement to more traditional social studies material, newspapers can help students make the connection between the classroom and real life. The social studies activities suggested in this guide use the newspaper as the major resource. They are organized by content area and many promote problem solving, conflict resolution, and analytical skills. There are 97 general social science activities that are considered basic to effective citizenship. History activities require students to consider the records of past events as well as the potential historical significance of current events. Government activities help students relate government classes to the world outside the classroom. There are 102 economic activities and 46 geographic activities that address basic concepts and skills. Some lessons require worksheets which are provide at the end of the document. (KM)

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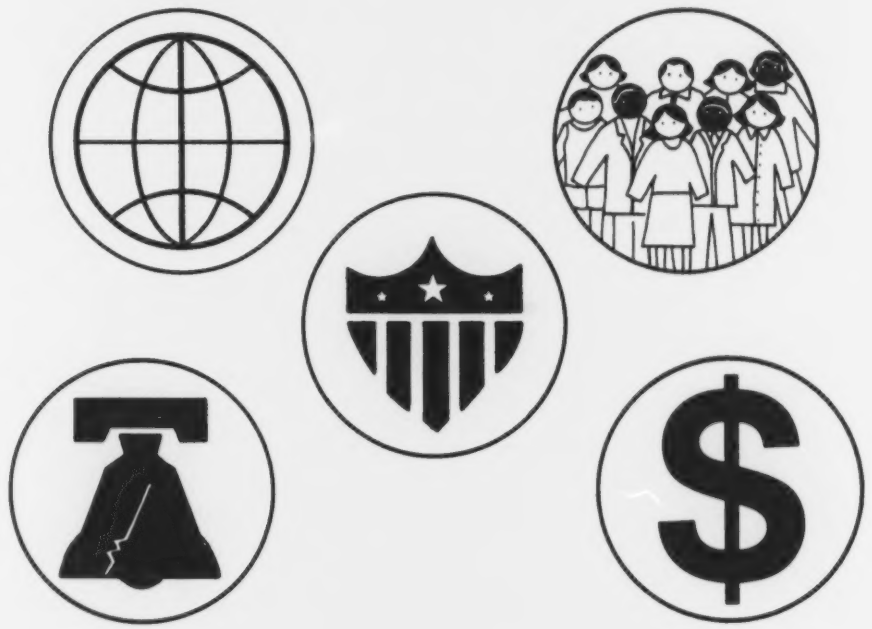
Using the Newspaper in Secondary Social Studies



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PREFACE

The purpose of this brief publication is to provide the secondary social studies teacher with a series of meaningful activity options which use the newspaper as the learning resource.
An attempt is made to discuss briefly the purposes of social studies education, the advantages of using the newspaper as a resource, and the relationship between the two.

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Designed and Illustrated by Nancy B. Gleeson

THE ESSENTIALS OF SOCIAL STUDIES EDUCATION

Since at least the turn of the century, the goals, purposes and preferred organization of social studies education has been continuously debated. Unlike other curricular subject areas, there is little consensus on the scope and sequence of the concepts and skills which, in one form or another, provides the structure for the social studies.

Without a definite sense of common and shared direction, secondary social studies has often become a series of courses which may appear to be disjointed to both students and teachers. In effect, social studies at the secondary level consists of required and elective courses taught separately, and generally, as ends in themselves; thus, without a shared purpose that goes beyond each of the individual subjects, history is taught separately from economics which is taught separately from government, etc.

A separate-subjects approach assumes, to a large extent, that there aren't any overall goals which might serve as a unifying influence for the total social studies program. If there are general goals for social studies education which should be achieved despite the subjects "taken," then a more integrated or interdisciplinary approach should be considered.

Social studies education is general education and, as such, has something of value to offer all students. Its main focus is citizenship education, or the preparation of students for effective participation in our democratic society.

Along with eleven other professional associations, the **National Council for the Social Studies** has issued a position paper on the "Essentials of the Social Studies."* These associations have agreed that "the main goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs."

Specific to the social studies, the document states that "effective social studies programs help prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse nation and interdependent world." Again, the purpose of the position paper is to provide needed direction for the development and implementation of social studies programs.

The paper stresses the importance and interrelatedness of knowledge, democratic beliefs, thinking skills, participation skills, and civic action. Briefly, each is summarized as follows:

Knowledge
A wide variety of knowledge is necessary and is drawn from a number of different sources including history, geography, economics, etc. The knowledge base is used to teach skills, concepts and generalizations necessary to understand human affairs and to manage conflict consistent with democratic procedures.

Democratic Beliefs
Social studies programs should emphasize the historical derivation and contemporary applications of democratic beliefs. Such beliefs include justice, equality, responsibility, freedom, diversity and privacy.

Thinking Skills
The importance of connecting knowledge with beliefs and action is stressed as is the significance of rational behavior. Thinking skills are categorized as data gathering, intellectual, decision-making and interpersonal.

Participation Skills
Knowledge, beliefs and skills are essential to effective civic participation. Included in this category are, for example, the skills of working in groups, forming interest coalitions and persuasion.

Civic Action
It is important to provide the knowledge, skills and commitment necessary for a thoughtful consideration of issues and the stimulation to actively participate in the democratic process.

The **Essentials** document may provide little guidance in the actual process of social

*Published in 1980 by the National Council for the Social Studies.

studies curriculum development. As a professional position paper it does, however, reinforce the belief that social studies education is citizenship education and that we must focus our programs on the issues and problems of contemporary society. What citizens need to know and be able to do provides the reference point for the social studies.

THE NEWSPAPER AND SECONDARY SOCIAL STUDIES

As stated previously, the major goal of social studies education is civic literacy or, more explicitly, the preparation of students with the knowledge and skills essential for effective participation in our democratic society. As part of the program planning process, it is necessary to determine what resources and instructional strategies may be most successful in achieving our goal.

A focus on the contemporary issues and problems of a democratic society suggests a re-examination of what has become the basic staple of social studies curriculum and instruction; namely, the content-heavy textbook with its pre-digested knowledge that is frequently difficult to read and is seriously out-of-date the moment it is published. "Textbook lag" is a real problem if the reality of the contemporary world is to be the primary focus of our instructional efforts and we rely on the textbook as our major resource. Even specificially-designed supplemental material with a focus on problems and issues are quickly dated but, obviously, are of great value in providing necessary background information.

It is difficult to imagine a secondary social studies teacher who does not make consistent and wise use of the newspaper as a "living social studies textbook." As a supplement to more traditional social studies material, the newspaper is viewed as essential to the achievement of the goals and purposes of social studies education.

Support for the use of the newspaper in the secondary social studies classroom is as follows:

1. First and foremost, the newspaper provides a "real life referent" for the teaching of social studies concepts and skills; that is, initial learning, retention and transfer are increased if students perceive a connection between the classroom and the world of everyday life.
2. While overly simplified, it is believed that motivation is a key to learning and relevancy is a major key to motivation. A focus on current and perennial issues and problems, with the newspaper as a resource, is viewed as real, and thus relevant, to students.
3. The newspaper is an adult medium and will become "the social studies textbook" for the majority of adults. Its use in the classroom will likely reinforce its importance to effective citizenship.
4. The newspaper is a continuous written record of our lives and times. It is one of the basic data sources for citizen participation.
5. The newspaper itself is an influential part of our democracy and deserves to be studied as part of the total social studies program.
6. The newspaper is local and, as such, relates information and events directly to the lives of all students. It is, in effect, a microcosm of our lives and times.
7. The newspaper overcomes "textbook lag" and bridges the inevitable gap between where the textbook leaves off and the existing world begins.
8. The newspaper, depending on how it's used, encourages student activity and involvement and engages the student directly in the learning process.
9. If used wisely, the newspaper will develop in students a desire to read and the skills necessary to read critically and reflectively.

This guide attempts to clarify the goals of social studies education and the importance of using the newspaper as a teaching

resource. The activities described in this guide are designed to achieve our goals through the use of the newspaper.

ABOUT THE ACTIVITIES

On the following pages are numerous social studies activities which use the newspaper as the major resource. They are organized by subject area, which may seem to be a contradiction given the philosophy of social studies education advanced earlier in this guide. The organization, nevertheless, reflects the practicality of the way things are in secondary social studies programs.

The list of activities could go on and on. That is particularly true when considering all of the ways each of the activities could be presented to students. Naturally, students can present what they have learned in a variety of ways which are too numerous to be mentioned in each of the brief activity descriptions.

Whenever possible, involve students in problem-solving, conflict resolution, issues analysis and other kinds of approaches which emphasize the collection, analysis and presentation of data. The strategies of problem-solving and conflict resolution are described on the following pages.

Many activities are not mutually exclusive. There are obvious overlaps between the different social studies subject areas.

Activities with an asterisk are presented in more detail as student work sheets. The worksheets are designed to complement this guide and represent a variety of uses of the newspaper.

THE SOCIAL STUDIES PROBLEM-SOLVING AND THE NEWSPAPER

Problem-solving often does not follow a distinct step-by-step process. It is, however, fairly easy to determine, collectively, what is involved from identifying a problem to arriving at a suitable solution. The process of problem-solving, like most skills, should be taught within the context of problems which are meaningful for the student. The process is not mystical, but it will not be achieved through osmosis. It should be a major goal of all social studies programs.

Using the newspaper and other related resources, students should complete activities which will enable them to:

Describe the situation or problem as it is now.
Describe the situation as it should be.
State the problem as clearly and specifically as possible.
Identify as many solutions to the problem as possible.
Consider the consequences of each proposed solution.
Rank the potential solutions in order of promise.
Select and describe the proposed solutions.
Determine how to evaluate the success of the solution.

The newspaper is used as the major resource for all elements in the problem-solving process. Students can present their solutions in a variety of ways including articles, ads, editorials, cartoons, etc.

THE SOCIAL STUDIES CONFLICT RESOLUTION AND THE NEWSPAPER

Conflict resolution is related to the process of problem-solving and decision-making. It is treated separately in this guide, however, because of the number of newspaper-based activities which can be developed dealing with the resolution of conflict and the fact that conflict is an essential social studies concept.

Newspaper activities involving conflict resolution should:

Direct students to the process of identifying areas of conflict within the community, state, nation or world.

Have students analyze element of the conflict by:

Describing the conflict.

Determining the type of conflict involved.

Identifying the different sides of the conflict.

Determining how the conflict started and why it is continuing.

Evaluating the positions involved in the conflict.

Preparing a solution to the conflict.

The newspaper should be used as a data source for the conflict. Students can complete the activity by writing articles, editorials, drawing cartoons, etc.

GENERAL SOCIAL STUDIES ACTIVITIES

This section contains 97 social studies activities. Each activity is general in nature and can be used with the total range of social studies subject areas. The activities use the newspaper to teach the concepts and skills which are considered basic, in a general sense, to effective citizenship.

GENERAL SOCIAL STUDIES ACTIVITIES

There is good news in the paper. Read your paper for a few days. What good news did you find? What worthwhile events or activities are reported? Classify the stories, if possible. What stories can you find that report people helping other people?

Compare major news stories on the same event reported in different newspapers. How much actual information was presented? What was the headline? Where was the story placed in the paper? What people were mentioned? What facts were presented? What places were mentioned? What interpretative information was included in the story? What can you conclude from this activity?

Choose a feature story or stories related to a news event that is of particular interest to you. Briefly summarize the story. How does a feature story differ from a news story? What is the subject of the feature story? Write your own feature story or stories related to a news event. If possible, write feature stories that would have particular local, state, or national interest. Collect all the feature stories you can relate to the topic you have selected.

Develop a list of important topics that are of interest to you and/or are related to the subject you are studying. What specific articles did you find that are related to the topic(s)? A chart might help you classify them. If you choose any one topic—indicate the types of articles that relate to it. You may wish to indicate those articles that report economic, political, or social issues. You might use the 5W's and H as a further classification system. You might compare your results, as well as the content of the articles reported, with newspapers from an earlier period in history.

Read the paper for at least a two-week period. List the people that are continually in the news. Who are they? Why are they in the news? If possible, find pictures of people in the news. Develop a picture quiz for your classmates. How many did they identify? Collect pictures of world leaders. Place their pictures on a world map. If you are studying a specific topic in class—what people related to the topic have had their picture in the paper?

What news stories have you read that did not have accompanying pictures? Would pictures have aided your understanding of the news story? Why? Why weren't pictures included? Take (or draw) your own picture(s) related to news stories on subjects that you are studying. Include both the articles and your pictures in reporting the activity.

Follow the major news events reported in the paper for a two-week period. Clip the headlines and major stories. Assume that you are the editor of a paper that publishes a summary of the news every two weeks. Using a standard newspaper format, develop your own paper. In addition to the news page, you may wish to include other newspaper sections. An editorial, cartoon, or sports report, for example, may be appropriate. Assume that the people that read your paper do not necessarily read the daily paper.

Read the letters to the editor section of your paper. What are people upset about? What do they appear pleased about? What suggestions do the writers offer? In your opinion, are their suggestions reasonable or unreasonable? Do they agree or disagree with your views? Who writes letters to the editor?

Select a subject/topic/event that you believe will be "in the news" for a fairly long period of time. If possible select an event that has just started in the news. Trace the development of the news related to the event. Clip articles on the topic from beginning to end (if possible). Why is the topic no longer news worthy? How was the issue resolved? Was there a change in the 5 W's and H as the event progressed? Predict the final outcome of the event.

Determine the types of issues that are most frequently reported in the news. Develop your own system for classifying the various types of issues. Briefly summarize each issue when you classify it.

If possible, collect different editorial cartoons from different papers. What are your interpretations of the cartoons? What different captions might you suggest? What are the subjects of the cartoons? Do you consider the cartoons to be fair or unfair? Are the cartoons for, against, or neutral toward the subject? Would everyone interpret the cartoons as you did? Change the captions on the cartoons so that a different message is conveyed. Who might think that a particular cartoon is sad, funny, or disgusting? Draw our own cartoons on issues that are primarily of local or state interest.

"A picture is worth a thousand words." Clip and classify news pictures found in the paper. Who are most frequently in newspaper pictures? Why were the pictures used? What do the pictures show? What types of pictures are frequently used? How do pictures aid a news story? After a short period of clipping pictures—identify the ones that you think are best. Prepare a bulletin board of "People in the News." Collect pictures from different geographical areas. Compare pictures found in different papers. Classify pictures—local, state, national, international. What particular problems are indicated in the pictures (crime, pollution, energy, etc.)? What human feelings or emotions are illustrated in the pictures? What pictures might an editor have used to aid your understanding of a particular story?

Clip articles related to the subject you are studying. Who—what people are mentioned? What—what topics are discussed? Why—why is the subject in the news? When—when did the events occur? How did the events occur? Where—where did the events occur? You might wish to develop a chart to answer the above. It is suggested that you use articles reported over at least a one-week period. Keep in mind the order in which the 5 W's and H are reported in the articles. It would be useful to compare your results of this study with future articles related to the same topic.

Assume that you have been assigned the task of evaluating your local paper and/or other papers. You are to determine whether the paper should receive an excellent, good, average, or below-average rating. What criteria will you use to make your decision? Give examples, where possible, to document your opinions and findings.

Develop a glossary of names or terms used in the paper that are unfamiliar to you. You might want to use the categories: People in the News; Events in the News; Places in the News. Remember, you are defining unfamiliar terms or words that are used in the paper as well as unfamiliar names, places, and events.

Identify a particularly controversial subject in your community or state. Collect articles, pictures, editorials, etc., related to the subject. What are the opposing views? Who is for or against the issue? How long has the issue been in the news? Why is the issue controversial? When/how will the issue be resolved? What is your (other) papers stand on the issue? Do you agree with their views? Are there similar (or the same) issues reported in other papers? Write a letter to the editor stating your view. What propaganda techniques are being used or could be used by the opposing sides?

How are comics a reflection of American society? What roles are generally given men, women, minority groups, etc. What occupational groups are represented? How can comics be a form of criticism? What cartoons are your favorites? Why? Which comics appear to be out-of-date? What topics or events are included in comic stories?

Read the modern living, family, and/or women's pages of your paper. What subjects or topics are typically included in this section of the paper? Do you believe that this section of the paper is of interest to most people? Who would most likely read this part of the paper? What would you hypothesize about our society and way of life after reading this section of the paper?

Copy a comic strip from the paper. Eliminate the writing in the balloons and substitute your own story. Let your classmates develop their own stories.

Select an event currently in the news. Develop a new comic strip series around the event. Use real or fictitious characters. Use their pictures if you wish. Change a non-political cartoon into a political one. What cartoons, do you believe, are involved with social commentary? Predict the outcome of a continuing story in a cartoon.

Read the horoscopes in the paper. Do you normally read your horoscope? Why? Do you believe in horoscopes? Do you try to follow the advice that is given? Compare different horoscopes for the same day. Compare your own horoscope as given in different papers. What does the horoscope suggest about our values and beliefs?

Read several personal advice columns.What types of personal problems appear frequently in the columns? Are these problems representative of the types of problems that confront most people? Has any advice been given that you particularly disagree with? Read the problems submitted by readers and give your own advice. Compare your advice with the columnist and some of your classmates.

What current problem has been reported in the news? What do you already know about the problem? What's the best way to study the problem? Gather as much information as you can about the problem. Use as many sources as possible. Summarize both sides of the issue. What is the best way to organize your information to solve the problem. Interpret/analyze your information to solve the problem. What conclusions have you drawn? Will your solution work? If possible, determine by continuing to follow the event. What solutions have been offered by experts to solve the problem. What eventually happened?

Choose a particular problem reported in the newspaper that interests you. After you have researched the problem, and clarified your views, write a letter to your editor indicating your position on the issue. How was the problem finally resolved? What other sides to the issue had you neglected to consider? How did your classmates react to your letter? Did they share your views?

Read the news section of the paper carefully. List and define the terms that you are not familiar with. How frequently are they used? Continue this activity for two weeks. How might you classify the terms: Economic, Political, Social, Historical, etc.? What terms are related to the particular subject you are studying?

Review the TV listings and movie advertisements in the paper for a couple of weeks. What could you hypothesize about our entertainment values from what ▷

you have read? What types of TV shows and movies are the most popular? What advertising techniques are used by theatres to get you to come to their shows? Survey your classmates on their viewing habits. How do they differ from national surveys? If possible compare the types of movies shown today with those of the 1970's, 1960's, and 1940's. Write a review of a movie that you have seen recently. If possible, compare your review with that of a professional reviewer.

Collect all of the pictures and illustrations you can find on a particular subject or event. By just using pictures, and brief captions, develop a photo essay that tells the story in the news.

Read the major news stories in the paper for a few days. Where possible, pay particular attention to stories related to the same topic. What information was reported as fact, opinion, heresay, or as coming from a reliable source? Compare different newspaper accounts of the same story. How does the credibility of different newspapers accounts relate to their information? Follow the event. What changes do you find from earlier to later reports of the event?

Assume that you are a foreign correspondent assigned to cover major news events in the United States. Choose any foreign country you want to represent. Read and summarize the major news events over a two-week period. What events are most important or would be of most interest to your readers? If possible, compare news articles on the same event in different foreign papers. Does it make a difference which foreign paper or news service you represent? How might foreign correspondents slant the news? Why would they? Reverse the roles—assume that you are an American correspondent assigned to a foreign country.

List and classify the news stories found on pages 1, 2 and 3 of a newspaper. Would you have changed the order of any of the stories that appeared in the paper? Which stories do you think were most important—least important? Do you agree with the editor's placement of the stories in the first three pages? Which stories report local, state, national and international events?

Trace a local or state news story or event for a period of one or two weeks, or as long as it's reported in the paper. What were the 5 W's and H for the story? How did they change as the event progressed? Compare the story(s) as reported in different papers in your state. Write to different papers requesting copies of their paper on the same date. How did their coverage of the event differ?

Identify, clip and record news stories reflecting good, bad, and humorous news. What types of events have you included in each of the categories? What types of ▷

events appear continually in the news? You may select only one subject or event and classify the news stories related to the subject.

Collect articles related to man's progress. What new discoveries, inventions, or products are reported in the paper? Compare articles of the same type from papers 10, 20, 30 years ago. What stories indicate man's attempts to deal with progress? Predict articles related to progress that may appear in future papers.

Read the vital statistics that are reported in the paper. Included would be, for example, births, deaths, divorces, and marriages. What generalizations or conclusions can you draw from what you have read? How are these statistics a reflection of our way of life? Compare the current statistics that you have found with similar statistics reported in past newspapers.

Over a period of one week—what are the most important local and state news events? In your opinion, what are the five most important state and local events? What information about the five events would you like to know, but has not been reported in the paper?

Read the local and state news in your paper for a two-week period. What local or state news events will be (or were) of greatest significance to the total nation? Why? What national events do you believe will have (did have) the greatest impact on your state or city? Why?

Select a new article of particular interest to you—one that as far as you know has been objectively written. Rewrite the article to show how it is possible to slant the news. See if you can find different articles on the same topic. Which articles, if any, do you think are biased? Why do you think so? Why do you suppose they were written as they were? Are headlines sometimes misleading? Give some examples.

Find examples of factual, interpretative, speculative, promotional, and propaganda stories in the paper. Rewrite a factual story into one or all of the other types mentioned above. Find examples of articles that discuss what may happen as the result of an event. Develop a list of predictive statements. For example, an oil embargo will lead to higher gasoline prices.

Read the editorial section of your paper. What different values were expressed in the editorials and letters to the editor that you read? Is it possible to determine the values that people hold by reading their opinions on certain issues? What values do you think most Americans hold? Through letters to the editor in different papers—do values seem to differ from one city or area to the next? Are ▷

there differences in the values expressed by older and younger citizens? After reading this section of the paper for awhile, you may want to develop a system of classifying values as political, social, economic, religious, etc.

Make a list of the terms used in the paper, that are related to the topic you are studying. Define each of them—if possible indicate why the terms are in current use. Which terms might not have been used years ago? Which ones would appear to be out of date? How do the terms as they are being used in the paper, relate to the topic you are studying.

Read at least three columns written by two different columnists. If possible, select one liberal and one conservative columnist. In summary, what were the columns about? In what ways did the columnists agree or disagree? Which columnist do you prefer? Why? Which one was the most objective? Write a column (following their style) on a subject of interest to you. Select a major event or issue in history. What would the columnists have wrriten about the subject?

Read the entertainment section of your paper (and other papers if possible). What different types of activities are available? What different social and cultural interests are indicated in this section of the paper? Are there activities that would appeal to people of different social and economic backgrounds? What additional activities would you like to see included in your community? Compare this section of your paper with other papers. How are they alike? How are they different?

What subjects have been most frequently discussed in recent editorials? In editorial cartoons? In letters to the editor? Why do newspapers have editorial pages? How do editorials relate to "Freedom of the Press?" How do the problems discussed in editorials relate to the problems faced by most individuals? Are these the same problems that have persisted throughout history?

Record or take notes on the evening TV news. Compare the major stories reported (national-state) on TV with the next morning edition of the newspaper. Were the same events reported? How did they compare? How were they different? How much more detail did the newspaper report? In what order are the events reported (front page, 2nd page etc.)? What are the advantages and disadvantages of both forms of news reporting?

Young people often feel that they receive an unfavorable press. Read the paper for a few days. What news stories were reported in which people your age were involved? Which stories involved good news—bad news? What kind of ▷

impression would these stories leave on people of other age groups? What worthwhile projects have you been involved with that were/were not reported in the paper?

Assume that you've just landed on earth from another planet. You are expected to report back to your superiors on life in America. The only source of information available to you is the comic strips from one issue of a newspaper. What impressions about American life must you have? Consider, among other things, the roles of men and women and the way people look, talk and behave. Try to develop a list of at least 10 impressions that you will report when you return to your planet.

The First Amendment to the U.S. Constitution guarantees freedom of speech and the press. News reporting is expected to be objective and unbiased. If a newspaper wants to express an opinion, it is expected to do so on the editorial pages. The comic strips, however, reflect all sorts of opinions, values and attitudes. Using comic strips from one week's newspapers, try and identify at least five expressions of opinion regarding political, social, or economic issues. Try not to use any one comic strip more than once.

Numerous examples of conflict between individuals and/or groups are found in the comic strips. Examples of characters-in-conflict might include a child and parent, boss and worker, brothers and sisters, husbands and wives, teachers and students or friend and friend. Find as many examples as you can. For each example, answer the following questions.

1. Who's involved in the conflict?
2. Why is there a conflict?
3. How was the conflict resolved?

Numerous social problems are identified in the comic strips. Social problems may include things like poverty, crime, equal rights, discrimination, drugs, etc. After reading the comic strips for a period of a few days, identify at least five social problems. List and briefly describe the problems. How do you feel about the use of social problems as material for comic strip stories?

The comic strips are often criticized for stereotyping certain groups. Women, for example, are often portrayed as nagging housewives. Find at least five examples of stereotyping in the comic strips. Clip and attach them to a sheet of paper. Write a brief editorial expressing your opinion of stereotyping in the comic strips.

Issues involve differences of opinion. Current controversial issues include abortion, ERA, defense spending, capital punishment, etc. Select an issue of ▷

interest to you. Choose a favorite comic strip and erase the wording in the balloons. Pretend that the comic strip characters are discussing the issue. Use your imagination and fill in the empty balloons with what you'd like them to say regarding the issue.

Select at least five comic strips from your local newspaper. Describe the current roles of the major characters in the five comic strips. Reverse the roles and write a brief paper describing how you reversed the roles and the effect it would have on their lives. For example, what if Dagwood and Blondie reversed roles?

Read the news in your daily paper for a one-day period and select a news story that is of particular interest to you. Select any comic strip that you enjoy. Assume that the comic strip characters are to discuss the events described in the news article. Re-draw the comic strip to include a discussion of the news story.

Read the comic strips in your newspaper for several days. Try to find at least five examples of comic strip characters dealing with the problems and issues of daily life. Some problem areas might include inflation, unemployment, crime, energy and the weather. Identify the problem, the comic strip and the situation.

Examine newspaper headlines to acquaint yourself with the way they are written. Think of some good news related to your community that you wish would really happen. Write at least five headlines for your "good news" stories. If you wish, you can clip the words that you want to use from regular newspaper headlines and paste them on a sheet of paper. You might consider arranging your headlines in order of importance to you.

Familiarize yourself with the editorial page(s) of your newspaper, including both the issues that are discussed and the writing that is used. Pay particular attention to the opinions that are given about your community. Using an editorial style, write an editorial about some community issue or problem that is of interest to you. Remember, you are attempting to influence public opinion and persuade others that your "stand" on the issue is correct. You will likely need to collect some facts about the topic in order to make your arguments more convincing.

People describe their community in different ways. To some it is exciting, to others it is dull. To some it is beautiful, to others is ugly, etc. Identify at least 10 words that you believe are descriptive of your community. In this way you are indicating how you personally feel about your community. If you can find ▷

the words in the newspaper, clip them out and paste them on a sheet of paper. If you cannot locate the word you want to use, simply print it on your paper.

Read the editorials related to your community for a period of one week (or longer if possible). Identify the topics that are discussed in the editorials. List the topics on a sheet of paper and briefly describe the writer's point of view. Also, indicate whether you agree or disagree with what is said. How do the topics of the editorials relate, if at all, to community news stories?

Frequently, a local story is of interest to people in other parts of the country. It may be a human interest story or one involving a local news item. It takes a thorough understanding of local news to be able to analyze its importance to people living elsewhere. Select a news story that has originated in your community. Paste the story on a sheet of paper. Write your own news story describing why the story is of importance to people outside of your community.

Select at least five stories originating in your community. Rather than write a full article describing the national importance of one story, write a sentence or two about the national importance of each of your choices.

People contribute to community life individually and in groups. Most communities have numerous organizations that are designed to contribute both to the welfare of their members and to the community in general. Read the newspaper for a couple of days and list the different community organizations that are mentioned. Describe, as near as you can tell from what is included in the newspaper, the purpose of each organization. Indicate your personal view of the value of such organizations to life in your community. You may need to do some additional research.

A reflection can be defined as an image or representation. Each of us has our own image of our community that can be reflected through the use of pictures, illustrations, etc. Prepare a collage that represents your image of your community. A collage is normally a one-page collection of pictures, newspaper clippings, etc. They are placed on the sheet of paper in an overlapping fashion. Collect your materials from the newspaper. Keep in mind that they should provide a reflection of your community as you see it.

Every community has problems of one kind or another. The problems may be the same as, or different from, other communities. The problems may be old or new, serious or seemingly insignificant. After reading the newspaper for a few days, identify 10 problems facing your community. List the 10 problems on a ▷

sheet of paper and rank them in order of importance. Identify the problems that you believe are unique to your community.

It is impossible, of course, to know for sure what our community will be like in the year 2000 A.D. Each of us may, however, have our own projections of community life in the not-so-distant future. Assume that you are reading your community newspaper in the year 2000 A.D. Hypothesize about what might be includes as "news" on the front page. You do not need to limit yourself to only local news. List at least six headlines that might appear, along with the lead paragraph of each news story that would accompany the headline.

The editor decides not only what will appear in the newspaper but where in the paper the story will be placed. The placement of the story depends, of course, on how important the editor believes the story will be to the newspaper's readers. Read the community news stories in your paper for a period of one week. Clip the stories and headlines which you believe are most important. Ask your teacher for a sheet of paper or newsprint approximately the same size as the front page of your local newspaper. Assume that you're the editor of the newspaper and have the assignment to arrange a week's summary of the community news on the one sheet of paper. Complete the assignment using your own criteria for the importance of the various stories.

Many national or international news stories are of particular significance to your local community. A national or international story, although it may have happened thousands of miles away, may have a very direct effect on life in your community. Read the national and international news in your paper for two to three days. Select the stories (two or three) that you believe will have/are having the greatest effect on your community. Clip the articles and attach them to a sheet of paper. After each article write what you believe is the local significance of the story.

The newspaper contains information about a wide variety of subjects that are of interest to the citizens of your community. Much of the information provides evidence about life in your community. Use only your local newspaper for this activity. You may use as many issues as you wish. Collect evidence from the newspaper (any section) related to any two of the following areas:

A. Our community is changing
B. Our community is growing
C. Our community has tradition

Summarize your findings in a brief feature story.

The newspaper is constantly making us aware of existing problems in our community. Frequently, the newspaper alerts us to impending problems that our community may face unless some action is taken. As editor of the local newspaper, you are probably more aware of trends in your community than most citizens. You are given the assignment to write an editorial on a coming problem. Be sure that you define the problem and offer solutions to that problem in your editorial.

If the newspaper is a record of the most important events in our lives, what would visitors from outer space hypothesize about our society if they had only one issue of the newspaper as evidence of "what we're really like"? Assume that an interplanetary visitor has just landed in your community with special instructions to bring back to his/her planet one copy of the community newspaper as evidence of "life on earth." Examine the newspaper and list 10 "general impressions" that the interplanetary visitor might have about life in your community. You may use any part of your newspaper for this activity.

What makes your community a good or bad place to live? What are the costs and what are the benefits? Make a list of the good and bad features about living in your community. From the two lists, write a feature story or editorial for your newspaper. Don't forget your community's history, its progress, its current conditions and its prospects for the future.

An expert is a person who has special skill or knowledge in some particular field. A community expert would be someone who is a recognized authority on some aspect of his/her community. Select one aspect (person, place, thing, problem) of your community that you would like to become an expert on. Indicate to your teacher what your area of expertise will be. Read all the newspaper articles that you can about your topic. Prepare a feature story about your area of expertise. Assume that you want to inform the rest of the class about your topic.

You can tell a lot about your community from what is printed on the front page of your newspaper. Cut out front page articles from your newspaper for the past week. Put the articles in categories according to their subject matter. Now, make a list of events or "happenings" in your community for the past week by reviewing the categories and the items in each category. What was the major news for your community for the past week according to the front page news? Was it positive or negative?

Trends are general directions that particular things appear to be taking. Sometimes they are obvious, while at other times they are not. Collect as ▷

many past issues of your newspaper as possible. Don't hesitate to use newspapers from past years.
Complete each of the following statements. Where possible, cite evidence to support the trends that you've identified.

A. For shopping in your community, the trend has been . . .
B. Concerning politics in our community, the trend has been . . .
C. For entertainment in our community, the trend has been . . .
D. The population trend in our community has been . . .
E. The current trend for teenagers in our community has been . . .
F. The economic trend in our community has been . . .
G. Unless things change, the most serious trend in our community has been . . .
H. In our community, there is a positive trend toward . . .

Crime is something that directly or indirectly affects all members of every community. We may be the victim of some illegal activity or we may see our taxes go up because of the need for greater police protection. Examine your newspaper for a period of four to five days noting the type and frequency of criminal activities that are reported. Develop a chart or graph to illustrate community crime. Write a short report of your findings.

Social issues are a major topic for editorial cartoonists. A cartoon may be used to visually present a point of view about a particular social issue of concern to citizens in your community. Examine various editorial cartoons for a period of a few days. Determine whether the cartoons express view points about social issues. It is difficult, of course, to classify cartoons as generally social, political or economic. After examining the cartoons, draw your own cartoon expressing your viewpoint about a particular social issue of importance to your community. Artistic ability isn't necessary, just do the best you can.

The newspaper frequently contains news and other items of particular interest to minority groups within the community. Look up the word minority in the dictionary. Try to determine what ethnic and racial groups within your community could be classified as a minority. Read the paper for a few days and clip the articles and other newspaper items related to minority groups. Prepare a poster or chart to display your clippings. Determine what headings you will use for the poster or chart. On a separate sheet of paper, write a brief report on minorities in your community.

Life goes on. Although you may not have thought about it, your community is constantly changing. It is assumed that some changes are positive, and some are negative. Using information from your newspaper as evidence, make a list of positive changes that have taken place in your community. Following the ▷

same procedures, make a list of negative changes. Using the information you've collected, prepare an editorial entitled, "Nothing Stays the Same." If possible, include examples of change in your editorial.

Using the people, places, events and terms of the contemporary topic under study, develop a crossword puzzle or quiz to share with other members of the class.

The social studies involves all segments of our society. Identify, describe and defend the need to provide a special section of the newspaper for specific elements of our society.

Hopefully, social studies raises all kinds of unanswered questions about our society, past, present and future. Assume that your newspaper carries a specific column which answers questions of interest about the social studies. Write five questions you'd like to have answered. Trade the questions with classmates and answer one of the questions as it might appear in the newspaper.

Over the duration of the course you're studying, develop a file of clippings related to a topic of particular interest to you. Use the information to write an article on the topic toward the end of your course.

Identify and define terms in the newspaper which are associated with the unit or course you're studying.

Through a continuing study of the newspaper, become a class expert on at least one contemporary problem or issue.

Looking for "cultural clues," use one issue of the newspaper to identify, either by articles, ads, pictures, etc., examples of what our contemporary culture is really like.

The United States is often called the world's "melting pot." Whether this is true or not is open to debate. Collect information of any kind from the newspaper which indicates the ideas, traditions or customs of the various nationalities represented in the newspaper.

Identify a social studies topic of particular interest to you. Collect data on the topic from whatever source available, and present your findings in an article which includes graphs, charts, tables, etc.

Using a strip of paper, prepare a bumper sticker which reflects something of ▷

particular value or importance to you. Clip the words, letters or whatever from the newspaper.

Select an article about something of importance to our country. Using the same article, rewrite it from the point of view of a citizen from another country.

Collect a series of articles or editorials from the newspaper related, if possible, to the same topic or issue. Identify which sentences from the articles are fact and which are opinion.

Collect pictures and articles which identify women who are recognized as world, national, state or local leaders.

Clip news headlines from your paper for a period of one week. Sort the headlines into the categories of primarily world, national, state or local interest.

Read at least five news headlines from your newspaper. Without reading the accompanying stories, identify what you believe each story will likely include (who, what, when, where, why, how). Were you close in your predictions? What information did you expect to read which was not included in each article?

Using the major news stories from one issue of the paper, prepare a 10-minute newscast which summarizes the "news of the day."

Read an editorial about a topic of interest to you. Summarize the main points the columnist is trying to make. Identify your points of agreement and disagreement. What additional information or missing ideas would have improved the impact of the editorial?

Using the world news from issue of the newspaper, write a horoscope for the world for that particular day.

Identify at least five inventions or discoveries which would be of great value to mankind. Briefly describe each, including the importance it will have to the world. Write a headline for each of your inventions or discoveries.

Assume that you are a foreign correspondent from a country of your choice. Using one or two issues of your newspaper, identify the articles about our national news which you believe would be of most interest for the readers of your newspaper. □

HISTORY ACTIVITIES

There are a total of 48 history activities included in this section. All activities are specific to the teaching of one or more concepts and skills in history. The activities consider the record of past events as well as the potential historical significance of current events.

HISTORY ACTIVITIES

Determine the importance the Bill of Rights has played in our past and present history. Research the meaning the Amendments had for our forefathers. Discuss the meaning of the Amendments today. Do some research to discover what events have changed its original meaning.

Determine the part the free press has played in the history of our democracy by researching how freedom of speech and the press influenced past events and are influencing current events.

When the Declaration of Independence was written, a list of complaints were included against England. Find news stories in which Americans are protesting today and compare them with the Declaration of Independence.

Select a holiday which commemorates our historical heritage. Collect a copy of the newspaper published on that day of commemoration. Prepare a scrapbook of articles and pictures which explain and show how this holiday has been celebrated in past years.

Rewrite history using present day headlines.

Write a news story about a historical event as it would appear today.

Select an historical event and write a letter to the editor about it.

Collect articles and pictures of historical sites on the local, state and national levels. Research the reasons for their importance.

Use newspaper clippings on current news events that are extensions of historical problems. Discuss why these items are considered news and are at the same time part of history.

Select a recurring problem and trace its development from the past up to the present. Discuss the future direction you think the problem will take.

Select a current issue or event of interest. Collect previous articles concerning the issue or event. Post these articles on a bulletin board in the form of a causal chain.

Collect newspaper articles about events in United States history and post them ▷

on an historical calendar. Then each week select the most important news event.

To show that history tends to repeat itself, locate current events which appear to repeat events of history in terms of background and outcome. Make a table of correlations between current events and historical events. For example: immigration to the New World—displaced persons or refugees.

Use newspaper articles to identify an event and then trace its historical roots backwards.

Identify the major concepts that run through our nation's history. Some of these concepts would be: labor vs. management; civil rights and liberties vs. state and social welfare preservation; radical dissent vs. state and social welfare preservation; radical dissent vs. social and political consensus; ruralism vs. urbanism; federalism vs. states rights; foreign involvement vs. isolation; realism vs. idealism in foreign policy; minority vs. majority rights; violence vs. law and order; and conservation vs. development. Look through newspapers to find articles related to these concepts. Trace their development through history and then discuss how it could change and what new directions it could take in the future.

Watch for articles that deal with life in earlier times, either here or in other countries. Feature stories about old homes, interior decoration or photographs that include antiques or reproductions of old home furnishings are possible sources. This can be followed by a field trip to an historical museum.

Find pictures and articles about the history of an important city. Assume the role of an early settler in the city and describe the changes that have taken place since you first settled there.

Using a newspaper and a history book, compare the problems and risks of the early explorers with the explorers of space today.

Look for stories in current events that have historical roots, such as urban problems, farm problems or minority problems. Discuss the influence of history on current events.

Prove that the Industrial Revolution continues today by using the newspaper. Introduce this project by a report or study of the history of the Industrial Revolution. Include history and today's examples and problems of mass production.

Study newspaper articles on the positions taken by political parties on current controversial issues. Then refer to other sources to analyze whether or not the ▷

parties have altered their present day positions from earlier ones. Try to decide why the parties changed their positions on the issues.

During election campaigns, bring in clippings of speeches by candidates and articles which outline party platforms and which discuss important issues. Then compare actions by political parties with those of earlier days.

Compare news coverage during the Civil War, World War I, World War II, Korean involvement and the Vietnam involvement. Compare the amount and kind of coverage, the style and level of language, and the readership of the subscribers.

Use pictures and articles from the newspaper that reflect man's basic need to survive in the modern day world and then compare these needs with those of man during the different ages of history. Discuss the similar and different methods man has used to meet his basic needs.

Encourage students to watch the newspaper for significant statements made by prominent persons which might become famous quotations in the future. Place these quotations on the bulletin board and discuss the circumstances around which the statement was made.

Collect background information about people in the community from the obituaries and write biographic articles about them.

Collect articles and pictures of important local and national people who have influenced present day history.

The early settlers were a strong group to withstand the hardships of settling a new land. List some of the characteristics they might have had. In the newspaper find people of today with similar characteristics.

Collect pictures and articles about present day reformers and the problems they are attempting to correct. Then study the reformers of our past and compare their problems and tactics with those of today.

Find political cartoons which require an understanding of history or current events for full interpretation. Read about the history behind the cartoon and have the students write reports on early cartoonists, such as Thomas Nast.

Use articles to compile history books of the current year. They should include ▷

the events and people who contributed to the past year's news and history. Speculate on which people could be included in future history books.

Study the history of the newspaper by concentrating on America's first newspapers and the people who supported them. Or, trace the history of an important present day newspaper.

To show the difference between the viewpoint of a journalist and that of an historian, write a news story describing an historical event as if you were a journalist living at the time of the event. Write an historical account of a current event.

Trace the history and development of comic strips. How to they reflect the times? Conduct a student poll to determine the three most popular comics. Ask students to poll their parents. Compare the results.

Select five or more topics or issues that are currently in the news. Very briefly summarize why each topic/issue is in the news.

Select at least two other periods in history when each topic/issue was also in the news. Write headlines and summary stories for each topic/issue that might have appeared in the newspaper at the time. How do your stories and headlines (past and present) compare? How are they different? Why do you think that the topic/issue is still important today?

Visualize a situation in which no history was recorded for 200 years (1980-2180). No one knew very much about our culture or society in the 1980s. The only written record available was one copy of a daily newspaper (the most recent edition you have) buried in the time capsule. While keeping the previous conditions in mind, what might you conclude about the society of 1980s when reading the paper? What were the people of the 1980s like? What were their problems? Write a series of brief statements that summarizes your conclusions.

Select an historical event of interest to you. Imagine that the event has been developed into one of a series of historical comic strips. Describe the event, the main characters and the setting. In addition, describe what led up to the event and the historical significance of what happened. If possible, illustrate the event as a comic strip.

Select a topic, place, event or person that is of historical interest to you and is of significance to the history of your community. Research your choice and ▷

write a feature story about it. You may want to read a couple of feature stories to help you with the writing style. If relevant, consider interviewing community members about the topic of your story. Include illustrations if they apply.

Today's news is tomorrow's history. The newspaper provides us with a chronicle of important daily events. In the future, some of the events will have been considered important while others will be considered of little consequence. The historian decides what is and is not important. Assume that you are going to write a history book about your community. The book will represent a chronological history of your community from its beginnings to the present day. Examine your newspaper for a period of one week or so. Is there any news about your community that you are likely to include in your history book? Identify the stories and indicate why you would include the information in your book. Since space in your book will be limited, you must be selective.

Assume the role of an historical personality from the past. Write a news item from your point of view, e.g., a pioneer, a Civil War soldier.

Write an article about what a figure from history might say about the events depicted in a current newspaper.

The newspaper provides us with a daily record of our lives. It is a chronicle or record of events in the order of time. Your community has decided to bury a time capsule to be opened in 100 years. In addition to some other items, the time capsule will include 10 articles or clippings from the newspaper. As editor, you have been asked to choose the 10 clippings. List the criteria you will use to make your choices. Clip or list the 10 items you will recommend, and briefly describe why you decided as you did.

Examine a current issue of the newspaper. List at least 10 major changes that have taken place since colonial times.

Develop an historical comic strip. Use the personalities and events of the historical period under study.

Read the obituaries in your local paper. Write an obituary for a famous historical figure.

History is a chronicle of change. Describe what changes, if any, will likely result from an important news story.

Given the events and issues reported in the newspaper, determine the major comments which the President might make in a state-of-the-union speech. What comments might our current President make that other Presidents in our history could not have made. □

GOVERNMENT ACTIVITIES

The newspaper provides a continuous record of "government in action." Numerous and constant referents can be found in the newspaper to relate the government classroom to the "world outside the classroom."

This section contains a total of 47 activities. Many of the general social studies activities can also be used in the teaching of government.

President - Bonnie Chapman

Vice-president Keith Blum

Treasurer - Jerry Edwards

Secretary - Melissa Chun

GOVERNMENT ACTIVITIES

List, after reading major news stories for at least one week, the major problems faced by individuals in local, state and national government. Develop a chart showing how various problems relate to governmental officials at all three levels. Repeat this activity later in the school year to determine if the problems or issues have changed.

Compare the views of opposing candidates for local, state and national elections. Develop a chart to show their views on certain issues. Attach statements they have made. Who do you favor? Why? What is your prediction? How do the party platforms differ? How are they similar? Where does the party's support come from? After the election is over analyze the results. How did they differ from your predictions?

What topics/issues are most frequently reported in the newspaper involving your local government? What names are most frequently mentioned? Why? What systems might you develop to classify local news? Secure copies of newspapers from cities or towns approximately the same size as your own. Compare and contrast the news.

Clip and summarize news stories related to the United States Constitution. What issues are reported? Why is the Constitution called a "living document?" What constitutional issues are reported in news from other countries? What constitutional issues have persisted throughout our country's history? Give specific examples.

To teach the constitutional basis of the United States government, collect newspaper articles which reflect constitutional questions. Identify the Article, Section or Amendment to the Constitution referred to by the newspaper article.

Find and read articles that illustrate that individualism and equality of opportunity are basic to our democratic way of living.

Select several current events of interest which involve both public and private institutions and their specific role in the current event. Develop generalized rules concerning the respective roles of public and private institutions in our society.

By using the newspaper, compare and contrast our country with one that does not have a free press, regarding citizen participation in government, kind of government the country has, and citizen rights.

Divide the class into groups according to the city, county, state and national government. Using the newspaper, have each group prepare a project which includes:

A. an analysis of the role of that level of government
B. people who are leaders in that level
C. problems confronting that level

Collect articles about the city, county, state or national government. Prepare a booklet, poster, collage or bulletin board to show the activities and responsibilities of the various levels of government.

Select a particular branch or agency of our federal government and prepare a scrapbook of its organization, purposes, personnel and activities. Write a summary article of your findings.

A continuing activity concerning the branches of government can be developed using the newspaper. Each week a student should be assigned a legislative report to prepare, while another student prepares the executive report and another the judicial report.

Another activity to teach the branches of government is to prepare a collage of a specific branch, using headlines, pictures and political cartoons to demonstrate the role of that branch of government.

Select a piece of legislation pending in some unit of government and follow its progress as reported in the newspaper. Upon the passage or rejection of the legislation, write a summary of all the stages of its trip through the legislature.

Follow the President for a week by reading all of the newspaper articles that involve him; then present a panel discussion evaluating and summarizing these activities.

The President of the U.S. does not always communicate with his constituents directly. Keep a list of the people who speak for the President.

The Constitution gave the Senate the power to give "advice and consent" to the President on certain appointees. Watch for news about presidential appointments and the Senate consent function. Discuss the reasons why some appointments are handled routinely, while others cause controversy.

Visit a local courtroom and follow the procedure used by the court. In a report to the class show what law was broken and how the case was handled. Research the ▷

functions of the court and include this in reports. Later, check the newspaper to see if an article was written about the case.

Identify the list all possible examples of government performing a service for its citizens.

Study the newspaper and decide what one thing seems to stand out as the most severe problem in your city. Write a letter to the editor expressing concern over the problem.

Collect newspaper articles that illustrate the different forms of local government within your state.

Select an objective of interest which requires action or approval by the local government. Then, as part of a regular reading of the newspaper, identify those governmental agencies involved and lay out a course for their actions in achieving their goal.

Search for articles telling how city funds are used. What kinds of services do citizens receive for their tax dollar? Illustrate what is spent and the proportions by a graph.

Select a current legislative action of interest from the newspaper. Project the effects on lives and the community if the legislation in question is passed.

Analyze a current legislative topic by reading the newspaper. Then answer the following questions:

A. Which interest groups are in favor of it and which are opposed?
B. Is it likely to achieve its stated goals?
C. What undesirable side effects may it have?

Too often, in recent years, a large segment of the voters have found themselves unrepresented by either of the major political parties. Learn the position of each party on current important issues. Create your own "ideas" party. Name it, and write a brief statement of principles for it.

Discuss the dictionary definition of propaganda. Find newspaper articles in which propaganda is put to harmless use, as in advertisements. Find examples of what can be considered harmful propaganda.

Using the newspaper to identify the nine types of propaganda: bandwagon, testimonial, plain folks, snob appeal, name calling, glittering generalities, ▷

transfer, slanted words or phrases and cardstacking. Look through the newspaper to find examples. Rate each example on a scale of one to five, with one indicating the least amount of propaganda and five the most.

Make collages illustrating each of the nine types of propaganda from material found in newspapers.

Using the types of propaganda, design an ad campaign for a particular candidate and discuss how effective those techniques would be in getting the person elected.

During a local, state or national election, assume the place of one of the candidates and write and deliver an issues speech. Try to anticipate the positions of your candidate's opponents so you can counter them.

Using a local election, research the jobs of various officials, then examine the platform each candidate proposes. Hold a mock election. Compare the results of the class election to those of the community election.

Identify any action taken by the U.S. government which will affect the citizens of other nations. Explain how one or more of these actions will affect foreign nations.

Collect news articles about specific countries. After studying the articles, write a description of the form of government practiced in that country.

Using an outline map of the world, identify each country and indicate the kind of government it has. Also, identify the leaders of each country by finding pictures in the newspaper.

Clip out articles from newspapers that illustrate forms of government such as democracy, monarchy and dictatorship. Have a committee of students study the articles under each category and prepare a report on the kind of government it provides.

By using a newspaper, identify articles which describe efforts by the United States government to reach a foreign affairs objective. Then identify the objective and the means used by the government (disinterested or third party arbitration, appeal to the U.N., force or threat of force, logical or humanitarian pleading, gifts, aid, etc.) and explain how these means are being used to gain the objective.

Using newspaper articles, cartoons, editorials, etc., prepare a written report on a person whom you consider to be a leader.

Important people in today's news may be the historical figures of the future. Use newspaper articles on the activities of a prominent news figure to write an interview article. Use factual data from the article to formulate questions and answers.

Play a game called "Who am I?" Using information about individuals in the newspaper, develop clues about a leader. Let the rest of the class guess who the leader is.

Read the newspaper and identify people considered to be leaders. Use this as a stimulus for a discussion of types of leaders and the qualities of leadership.

Collect editorial cartoons and write your own captions for them.

Editorial cartoons are issue-oriented capsules of opinion. Choose cartoons on issues of interest. Read the newspaper for background material on the subjects and write editorials giving their own opinions.

Draw political cartoons about the major news events or issues that made headlines during the week. Display the cartoons for the class to read and discuss. When a particularly good cartoon is submitted, you might forward it to your newspaper.

Cartoonists use cartoons to visually present a certain point of view. Cartoons are a widely accepted form of political expression and frequently use humor to convey a particular viewpoint. Examine the editorial cartoons in your newspaper for a period of one week. Clip the cartoons and provide a brief description of the point of view the cartoonist was trying to get across to the reader. Did you agree or disagree with the cartoonist?

Using the same cartoons, or by drawing your own, adapt the cartoons to express a point of view about a local community issue.

The newspaper provides us with a continual record of the political view of numerous citizens in our community. The views of community politicians are important in determining how issues will be resolved. Locate stories in your newspaper that express the views of local politicians about community issues. Identify the specific issues and the politicians' points. Indicate whether you agree or disagree with the politicians' point. What can you conclude about the political issues facing your community?

Identify at least three new laws you would like to see passed. Write an editorial to try and convince others of the need for the laws. □

ECONOMIC ACTIVITIES

Economics touches all of our lives in so many ways. Almost without exception, the basics of economics can be made more relevant to students through the use of references found in the newspaper.

There are 102 activities described in this section. Again, a number of general social studies activities can also be used to teach economics.

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ECONOMIC ACTIVITIES

What economic issues or topics are frequently reported in the paper? Briefly summarize the articles. Define the terms that are used. What individuals are involved? What agencies are involved? Why is the issue or topic mentioned? When did it become an issue? Where is it an issue? How can the issue be resolved? What solutions have been proposed?

Use the newspaper to read and classify articles according to whether they are concerned with labor, land, capital or management.

Differentiate between labor, management, capital and consumers by locating articles which describe actions taken by each group. Discuss the relationships between each one of these groups.

By using the newspaper, identify several articles or advertisements which are examples of production, consumption, saving or capital investment.

Select one article of interest related to labor, land, capital or management. Provide details of the factors not mentioned in the article. For example, if the article is about a machine, explain the resources, type and quantity of labor required to make use of the machine.

Identify all references to capital that can be found in the newspaper (new building or machinery construction or installation; announcements of new stock issues, etc.). Then answer the following questions: For what sort of purchases are these capital expenditures made? How do such expenditures benefit the company? The investors? The workers? The consumers? How does an equity investment (stock) differ from a loan? What are the various sources of capital available to companies?

Discuss and define inflation. Find related articles to read and discuss. Draw pictures or comic strips to illustrate the meaning of inflation. Define other economic terms such as depression or consumer products.

Select a newspaper article concerning a part of the world experiencing economic difficulty. Then determine if this difficulty is the result of a shortage of some necessary resource.

Identify and explain several examples of current events which are the result of an imbalance between the supply and demand of an economic good.

Provide a variety of news articles which describe how floods, frost and/or droughts are affecting crop production. On the basis of the articles, predict how these "acts of God" will affect the price of commodities as well as the price of the goods produced from these commodities.

Provide copies of a newspaper and locate an article concerning the quantity of a resource that is presently available for use or the quantity of a certain product presently being manufactured. State why the supply of the good is limited and how it might be expanded, if it can be.

Select one economic activity in an area and then read the newspaper to determine the following: Was the availability of specific resources related to the location of the activity in the area? What is the current situation with regard to the activity? Does this situation reflect a shortage or good supply of any specific resource?

Collect all the news articles for one month which are related to one good which is in short supply, such as crude oil. Graph and compare the cost of the good and the cost of other products made from the good.

Analyze news articles and then develop two lists: one of supply and demand factors which affect the price of the good; the other list identifying non-supply and demand factors which affect the price.

Locate one product advertised in the newspaper which is locally manufactured from local raw materials and distributed only locally.

Discuss and list some of the natural resources found in your community. Search for articles about our natural resources. Discuss the ways in which these resources affect the people in the community. Make a chart or diorama demonstrating the importance of natural resources.

Find newspaper articles and pictures that illustrate what is manufactured or produced in a particular state. Use the same procedures for other countries throughout the world.

Look for stories about new industry coming to town. From the article determine why the area was chosen. Discuss local resources which would be attractive to industry.

Select a specific resource which may be in a limited supply and locate newspaper articles which illustrate methods by which this resource is distributed among ▷

those desiring it, as well as methods by which the consumption of this resource is discouraged.

Select a commodity of interest from the newspaper. List as many uses for that commodity as possible.

Select one non-renewable resource and find as much information concerning it as possible in the newspaper. Then answer the following: If the resource in question is non-renewable, what implications does this have for our future? What other resources might be substituted for the resource in question?

Select several products of interest from the newspaper. Then, through further research, determine: the sources of the raw materials required for the product; the location of the manufacturing facility in which the product is made; the extent of the product's distribution.

Identify articles on one commodity and one manufactured product exported by the United States and one commodity and one manufactured product imported by the United States. Analyze each transaction in the following manner: Is the commodity equally available in both countries? Why or why not? Can the manufactured good be made by both countries? If not, why not? If so, why is the product imported by one country even though it is capable of manufacturing the product.

Read articles on the impact of drastic fashion changes on the garment industry as an example of competition in a free market.

Collect news stories about the sales and trades of professional sports players. The salaries they receive can be used to illustrate the incentive and reward system of private enterprise.

Compare the economy of today and that of the area 50 years ago and 20 years ago. Use newspaper advertisements for costs today, and use library reference materials as a resource for past costs of living.

Collect articles and pictures showing the economic problems of underdeveloped areas of the world.

Graph the changes in the exchange rates of foreign currencies as they are reported in the newspaper.

Compare characteristics of capitalist and communist economics through a study of several newspapers from around the world and reference materials.

Select an ad for a product you would like to own. Then pretend that you possess one each of every item advertised on a given page of the newspaper. Identify a combination of the products you are pretending to own whose combined list price equals the list price of the desired product. Then answer the following questions: Do you feel that a swap would be fair? Would the other party feel it is fair? How would the use of an easily converted and divided measure of value (money) simplify the transaction?

Collect all articles concerning such organizations as the Federal Trade Commission, Stock Market, Farm Bureau, Organized Labor, Interstate Commerce Commission, etc.

Search for articles dealing with regulations the federal government makes to keep high the quality of products produced. Summarize and give your opinion of the government participation in this area.

Some Congressional bills pending may affect the economy of a specific region of the country. Collect articles on legislation and indicate how it will affect a specific area.

Identify one or more articles concerning government action in the economic area (e.g., anti-trust actions; sale of government stockpiles; purchases of goods or services; transfer payments; changes in tax rates, etc.). Analyze the action to determine the reasons for the action, the probable results of the action, and their opinion of the desirability of the action.

Make a collection of local, state and federal agencies that are concerned with consumer protection. Write to these agencies for brochures and information as to their functions.

Collect newspaper examples of people being fleeced in various schemes (like the pigeon drop, fly-by-night roofing and termite companies, and others) and indicate which agencies are available to protect citizens from these schemes.

Clip and file all articles dealing with taxes of any kind (sales, income, property, alcohol, tobacco, gasoline, etc.).

Collect pictures and news stories showing the many ways taxes are collected such as inheritance, sales, gasoline and property tax.

Look for articles on income tax, graphs, charts and illustrated tax figures. Secure tax forms. Study deductions for a typical family of four with a specific salary.

After a discussion of where the money comes from to operate a community, look for articles on how the money will be supplied to each agency and where it will come from. Discuss what happens when a community reaches its capacity in taxing and there is no more money available.

How does crime affect the economy? Collect articles on how shoplifting causes retail prices to climb and how crime on the streets means more police which requires additional money through taxes.

Identify and read newspaper articles that will affect you financially. Then discuss the specific effects it will have on your families.

Identify the front page current events that can be considered "economic" events.

Make posters or bulletin boards that reflect consumer problems by collecting articles and pictures that deal with food, automobiles or other products recalled for malfunction or contamination; drugs that have been declared dangerous or useless by governmental agencies; and drug or product tests being conducted on animals prior to introduction to human beings.

Make a list of foods that the family relies upon on a regular basis. Then, over a period of weeks, chart the current price of those items. Comparisons on price can be made between chain food stores.

Read through grocery ads for the different designations of sizes of certain products.

Collect examples from the newspaper of threats to our environment, conflicts over industrialization vs. conservation of natural resources, and destruction of ecological balance. Then identify the arguments of each side and draw conclusions about the costs involved.

Using the want ads, find out the average cost of a rental house in the community.

Search for stories about local industries. Relate the story to your own life. In what way does that industry relate to you personally?

Secure an out-of-town newspaper. Compare the cost of living with another community. Information could be charted. If possible, secure an old newspaper and compare costs of living.

Budgets are often prepared during the summer but come up for review in the fall. Look for articles about the different costs involved in maintaining a community. ▷

Compare the cost of maintaining education, police, fire protection and health services.

Using the weather map, discuss the importance of climate and its effect on the community's economy. Discuss and make posters showing how it affects other areas such as Florida and Arizona.

Using the classified section or the business page of the local newspaper, select the names of companies with which you are familiar. Describe the main products of several of these companies. Determine if the company's products are finished ones sold to the final consumer or if they are components sold to another company for finishing or assembly.

Initiate a discussion of stocks and bonds. Demonstrate how to read the stock page. Explain about the symbols and abbreviations. As a follow-up form a stock club. Watch and chart fluctuations.

Chart the growth or decline of the stocks each day over a period of time.

Study the articles written on the financial pages. Mount the columns on posters or in a notebook. Circle the facts and label. Circle the opinions and label. Use different colors to circle facts and opinions.

Read the front page of the newspaper and predict the direction the market will take the next day as a result of events around the world. Check each day's prediction against the next day's market reports.

Examine ads offering credit. State their appeals and terms. Discuss the advantages and disadvantages of installment buying.

From a study of credit and credit buying, it is found that the price quoted and the one actually paid are not always the same. Using the classified ads, find an ad for a car or house that gives you enough information to figure the full amount.

Using the claims "only 30 months to pay," "no payments for three months," and other credit offers, research the actual costs plus interest involved. Make a study of credit and credit cards and what the consumer actually is paying for.

Select a product of interest. How might you pay for this product (cash, check, credit card). Do these all operate in a similar manner and on what is their acceptability to the lender based?

The market today is centered on the consumer rather than the product. Advertising is designed to appeal to the consumer rather than to explain the product. Find newspaper ads that demonstrate this idea.

Select 10 advertisements taken from the newspaper (some advertising necessities, some luxuries). Rate the products in order of necessity. Compare the different ratings by different students.

Select 10 advertisements of interest which announce "special sales." Divide these ads into the following classes: overstocked items—both on a one-store level and on a national scale (i.e., potatoes right after an exceptionally large potato harvest); goods going out of style; out-of-season goods (swimming suits in later summer/fall, skis in spring); and other. Give possible explanations for ads in the "other" classification (i.e., sales come-on, false advertising, etc.). Discuss why the vendors are willing to cut the prices for the items in each category.

Cut out newspaper ads that are product-oriented as well as service-oriented. Circle all information in the ads that attempts to persuade the consumer in any way. Re-design an ad; but this time, include only that information that actually tells what the service consists of or what the product does without any attempt to persuade.

Compare articles concerning a current or recent strike from a liberal daily newspaper with those from a conservative newspaper. Then form a panel discussion with several students taking the businessman's point of view and others taking the labor view. Ask each group to state its reasons for being in favor of or opposed to a strike.

Compile a list of examples of the disadvantages of labor union membership (possible restrictions in job assignment and promotion due to seniority; union dues expenses; quasi-coercive collection of political contributions, etc.) that they can find in the newspaper.

Compile a list of examples of the benefits offered by various labor unions to their members (i.e., scholarships, pensions, political influence, improved working conditions, etc.).

Gather information about automation from current newspapers and magazines. Make a bulletin board display showing ways in which human workers are replaced by machines.

Gather information to determine if one group of workers is in more danger of replacement because of automation than another.

Locate news articles dealing with unemployment in different industries in different parts of the country. List the effects this unemployment has on the jobless worker; his/her community; the country; and the company. Identify any common causes for unemployment at the various locations described in the articles.

Review the Help Wanted ads and identify the jobs most frequently offered.

Select a job you would want from the classified ads and tell how you would apply for it, why you would like it, what training and education would be necessary.

Clip stories about individual salaries and amount of education attained. Check the classified ads for the salary offered in comparison with degree of education required. Draw conclusions and present to class.

Write an ad for the Work Wanted column for a job you might want as an adult.

Select an industry of interest. Then look at the Help Wanted section of the newspaper and identify as many specialized jobs and functions in that industry as you can.

Write a set of about 15 Help Wanted ads for routine home and classroom chores. Rate the jobs in the following terms: most common type of job; most necessary type of job; most desirable job. Determine the correlation between necessity of jobs and desirability of jobs.

Prepare the following:

A. A list of capital items (real estate, machinery, etc.) required and their cost.
B. A list of operating expenses (including energy; labor—at minimum wage or at wages currently paid for specific skills; raw materials; salaries; taxes; promotion, etc.) for one year.
C. An estimate of income to be derived from the operation. To develop the above documents, determine costs and availability of required prouction factors from the local newspaper. Ads should also provide the availability and market price of similar products to the students as well as an idea of demand for such products. Determine their projected profit after one year. Then compare this with the profit reported by a real company in a similar line of business.

Read ads for new and used cars. What are the price ranges of various models? How much would it cost to finance a car? Which used cars have the highest resale value? Which cars are most economical to operate? What makes of cars are ▷

most frequently advertised for sale? Why? How can automobile ads be misleading? Give examples, if possible. What foreign cars are offered for sale? What countries are represented? Read and collect articles related to the automobile industry.

What is typically included in the Financial and/or Business sections of your paper? What topics or subjects are most frequently mentioned? What foreign countries are mentioned? Why? Compare the Financial/Business section of your paper with other papers. What can you tell about a community or a state from this section of the paper? What topics mentioned in this section were probably not mentioned in newspapers of the past? If possible, compare past and present newspaper coverage of business and financial news.

The economic condition of a particular area (city or state) is often revealed in the want ads section of the paper. Can you hypothesize what the situation is in your area? You may need to read this part of the paper over a fairly long period of time. Are jobs scarce or plentiful? What types of jobs are open to men, women, skilled or unskilled workers? What salaries are offered? Which jobs require experience or special training? What does equal opportunity mean?

Compare advertisements from various newspapers. What can you tell about the cities from the advertisements? What products are most frequently advertised? How do prices compare from one city to the next? If the cost of living higher in certain cities? Compare the costs of houses, cars, etc. Can you tell anything about the economic situation in an area by reading the want ads? What jobs are available? What qualifications are necessary for certain jobs? What salary differences can you find? Can you find evidence of job discrimination?

What different services are advertised in the paper? You might want to classify them as, for example, services for the home, for people, or for businesses. What do the services provided indicate about our way of life—our standard of living?

Real estate ads—homes for sale—often reveal the areas of the city that are growing, remaining stable and declining. Read this section of the classified ads for a couple of weeks. What can you conclude? What areas of the community appear to be the most prosperous? Visit with a realtor. What services does he provide? What types of homes sell the best? What price ranges are there?

The classified ads are frequently called "the marketplace of America." Is this an accurate statement? Why or why not? What role do you think the classified ads play in our society or culture? What are the different sections of the classified ads? What types of goods and services are for sale? Do newspapers have restrictions on what they will accept for advertisements?

What types of foods are regularly advertised in the paper? Compare the prices of certain foods in different stores and at different periods of time. Do the types of foods advertised reflect the affluence of our society? Which foods are necessities? Which are luxuries? What geographical areas or states are represented in ads, e.g., Idaho potatoes?

What advertisements in the paper reflect new/old products? Which products would not have been advertised 5-10-20 years ago? Compare ads in old newspapers with recent editions. Does this comparison give you any indication of the changing nature of American life? What products do you think will be advertised in papers 10 years from now—in the year 2000?

Read (critically) the advertisements in the paper for a short period of time. Were there some ads that you think were misleading? Give examples. Is there such a thing as "truth in advertising?" Follow up on certain ads. Were the advertisers telling the truth? How are ads written to appeal to the potential buyer? Who advertises the most? why? How much does it cost to advertise in the paper?

Everything we buy has an opportunity cost associated with it. When we make choices we generally have to give something up. If you have $10 and want to buy a record and a shirt—both of which cost $10—you can't have both. What we give up is the opportunity cost. If you want to go to a movie and skating but you don't have time for both, what you decide not to do is the opportunity cost. Assume that you have $100 to spend. List the things you'd like to buy (use pictures from newspaper ads). Which items would you not be able to buy or put off purchasing until later?

Since our wants are virtually unlimited, but our resources are limited, we have to make choices. Even the government has to deal with opportunity costs. Search through the newspaper and find as many examples as possible of choices that governments must make.

Editorial cartoonists use cartoons to visually illustrate their views or opinions on a variety of issues. Economic issues have long been a popular topic for cartoonists. Examine your newspaper and find one or more examples of editorial cartoons illustrating economic issues. It does not have to be a local issue but it should illustrate an issue of concern to citizens in your community. Clip the cartoons from the newspaper and write a paragraph or two describing the meaning of the cartoon. Draw your own cartoon related to the issue, or change the meaning of the cartoons to express an opposite point of view.

Since our community cannot produce all of the various goods that we consume, we rely on other regions, states and countries to produce much of what we need. ▷

Our community, like all communities throughout the world, produces what it can do best at the lowest cost. Examine your newspaper for a couple of days. Identify at least 15 items for sale that were produced in other regions, states or countries. Try to find a variety of examples. Write a story discussing your findings. Indicate what life would be like without trade.

In the past few years, the federal government has used revenue sharing to help local communities meet their specific needs. Some money collected through taxes by the federal government is returned to communities to be used for a variety of projects. Assume that your community will receive the sum of $500,000. As editor of the local newspaper, you are concerned with how this money can be put to the best use. Identify three community needs that could be met by the money. How much of the $500,000 would you allocate to each of the three needs? Write an editorial explaining your views on how the money could be spent.

Business advertising is used, of course, to persuade people to buy a particular product. Some advertisements are specifically designed to appeal to certain people; the ones who are most likely to buy the product. Examine one issue of your newspaper. Identify one or more advertisements designed to appeal to each of the following:

A. women
B. men
C. children
D. high income
E. low income
F. teenagers
G. people in different occupations

Clip and label each advertisement. Note where ads are placed in the newspaper. Why are some ads located where they are? Select the ad that you like the best. Identify why you think it is the best of all that you examined.

Scarcity is the universal economic problem. Our demands or wants are greater than the goods or services available to meet them. In short, we want more than we can have. Therefore, we have to make choices and hope that we come as close as possible to satisfying our relatively unlimited wants. Using the newspaper as your source, identify examples of decisions that are being made by individuals or governments regarding the distribution of scarce resources. Identify the goods or services that you believe are or will be in scarce supply. Determine what affect scarcity has on prices.

Briefly, competition involves a contest between two or more individuals or groups to win some prize or advantage. In a free enterprise economic system like ours, competition involves the rivalry between two or more business enterprises to sell some particular good or service. Identify at least five types of business in your community where there is a great deal of competition (use the newspaper ▷

advertisements). Identify five businesses that appear to have little competition. Write a brief story describing the results of your study. Identify why there is more competition in some areas of business than others.

Examine newspaper advertisements. Identify at least 10 words that are designed to entice us to buy the product.

Collect newspaper from different regions of the United States. Read the agricultural news and farm reports. Describe the differences that exist from region to region. A graph or table might be useful.

Identify in ads unusual foods or products which would be of interest to only a limited part of our population.

Write an advice column which features economic issues and problems. Provide both the situation and the proposed solution or, with your classmates, exchange situations and provide answers to each other's problems.

Develop a chart of products. After examining the newspaper, identify which products are foreign, national, regional or locally produced. □

GEOGRAPHY ACTIVITIES

As with all social studies subject areas, the newspaper contains a wealth of information related to basic geographical concepts and skills.

There are 46 geography activities included in this section.

GEOGRAPHY ACTIVITIES

Determine the distance between, and location of, cities in the news. Use a world map to indicate distance and location. Indicate, by using headlines, why the cities are in the news. How long would it take to travel from city to city using various modes of transportation? If only one person or a few people are involved with events in different cities, you could indicate their itinerary and travel time. If you were able to visit places in the news, where would you go? What schedule would you follow? What problems might you encounter? What places would you avoid? Why? What is the climate like in various cities in the news?

What geographical areas are reported in the news? Does the news differ from one geographical area to the next? What events are reported? What events continually appear in the newspaper from the different areas of the world or nation? Develop a world map to show countries in the news for a one-week period. Prepare a bulletin board to report your findings. Compare the results of this activity completed a few weeks later.

Post a large world map on a bulletin board. Clip and post headlines and stories referring to specific places.

Keep a map of the world in a notebook. When news of a country is reported, place the name of the country in the notebook and color that country. See if it is possible to gather news from all countries on one continent.

Using datelines, locate cities, states and nations that are currently in the news. Calculate distances from your own community.

Using a map, locate the major physical features of the earth that are in the newspaper.

Collect stories about tornadoes, earthquakes, floods and blizzards and show where they occurred on a map.

Collect maps from the newspaper and note the different kinds of map legends.

Collect maps from the newspaper and classify them according to population, products, politics, hemisphere, religion, etc.

Use newspaper articles to learn cardinal directions.

Determine the latitude and longitude of cities and nations that are in the newspaper.

Keep a record of the temperature in some important cities in the world. Note the latitudes and compare with other cities in the United States.

Use a weather map for map reading skills. Identify states and cities and discuss how the weather of that area will affect the industry and economy of the area.

Choose a specific region to study and make a product map of that area. Cut out advertisements of the products and paste them on the map.

Divide the class into four groups. One group will be responsible for drawing a wall-size map of the U.S. The other three groups will be responsible for following the major basketball, football, hockey and baseball teams. Have the students make a symbol for each team, and attach the symbols to the map in each team's hometown position. As the teams move around the country for competitions, students can move the team markers.

Some places make headlines every day. Other places might make it once every year. In a week's time, identify the most remote or unusual dateline. Locate the dateline on a map.

Use a newspaper map to compare a section of a city or state with an actual road map of the same section.

Distribute a variety of maps from the newspaper that are different in scale of miles. Rank the maps from the smallest scale to the largest. Finally, identify any large scale maps which fall within the area represented by small scale maps.

To improve map skills and stimulate interest in current events, follow the route of a government official as he/she travels around the country or around the world. Show the route he/she takes on a map with colored yarn or a marking pencil.

Plan a vacation. Use the travel section and various ads for information regarding transportation and lodging costs, history of the area, points of interest, climate and appropriate clothing. Locate the route and destination on a map.

Newspapers receive news from all around the world. Studying datelines at the beginning of a newspaper article telling where a story takes place can be fun. ▷

Provide a newspaper and a time zone map. Select an event which has or will occur at least 1,000 miles away. Determine the local time at which the event occurred or will occur.

Use travel ads from the newspaper to stimulate interest in other countries. Locate cities and countries and determine travel routes, tourist sights, major cities, etc.

Prepare an imaginary trip around the world to a number of different countries. Write newspaper articles about places visited.

Develop crossword puzzles on a region of the country or some other nation. Include facts that relate to the climate, population, products, major cities, historic spots, water industry and resources.

Select the most important news story of the day and put it on a bulletin board. At the end of the week, month, etc., vote on the most important story.

Assign topics on the environment such as: endangered species, nuclear power vs. other power sources, use of primitive forest areas, and conservation of natural resources. Then read and collect newspaper articles on the respective topics. Determine possible solutions to the problems as well as alternatives.

Study opinion polls on current issues and draw inferences on geographical factors that could be influencing people's opinions.

Follow several pieces of legislation that appear in the newspaper. Note the way that legislators voted on the bills and determine if geography influenced the legislator's vote.

Use election results, charts and maps to determine the geographic areas that favored a particular candidate. Determine what kind of groups supported each candidate.

Obtain a newspaper from the Soviet Union, Cuba, the People's Republic of China or Poland. Compare it with American papers. Write articles about events in this country with nothing but praise for local, state or national government.

Use role playing to dramatize news events in the study of geography.

Compile a list of geography terms that are found in the newspaper that would help to describe a geographic location.

Use news stories to teach new words related to geography, such as delta, monsoon, panhandle, harbor and terrain. Discuss the way the words are used in newspaper stories.

Over a period of time, cut out newspaper photographs of climates, topographies and natural resources and describe the characteristics of each.

Prepare a booklet on the physical features of a state using pictures and articles from newspapers.

Show newspaper photographs of various locations and identify the location at which the photograph could have been taken. Give reasons for selections.

Read news stories that show how location affects the progress of a city or a nation. Point out the importance of climate, waterways and terrain especially in regard to the United States position as a world power.

Create a weather center in your room with just an empty bulletin board and a student-drawn map of the United States and some cardboard weather symbols similar to the ones used on television weather reports. Each day give the weather report based on information reported in the daily newspaper. How does weather in various parts of the country affect our local weather?

Clip out newspaper stories about the physical make-up of our planet, classifying them under such headings as: water, soil, climate, topography, atmosphere and resources.

During holidays look for articles that deal with foreign customs and traditions on similar holidays. Compare why the holidays originated in each country and how they are celebrated today.

Obtain papers from other regions of the country and compare and contrast the kinds of information, opinions and attitudes that appear in them, with a local newspaper. Point out differences caused by geography. (The same activity could be done with countries.)

Over a period of time, collect pictures and articles of world cultures. List those qualities that are basic to all cultures and those qualities that are not. Identify factors that affect the development of cultures, such as advertising, religion, sports, communication and travel. Speculate on the future development of world cultures and whether they will become more similar or different.

Use the business section of the newspaper to discuss news articles on farm prices, inflation, taxes, etc., that influence the economy.

Determine the factors for the location and growth of selected cities and future growth patterns by collecting and reading photographs and articles on land development, taxes, new businesses and industries, and population trends. Determine the geographical factors that are helping to influence these growth patterns.

List job opportunities from 10 papers from across the United States. Determine where the best and worst jobs are located and how geography (climate, topography, etc.) could be influencing the availability of jobs.

Watch the newspaper for special articles related to U.S. industries, such as mining, lumber or steel. Discuss their relationship to the resources available in various parts of the United States. □

Name:

GOOD NEWS

Purpose: *To express values through newspaper headlines*

Subject: *General*

Activity: *Complete the following:*

1. Examine newspaper headlines to acquaint yourself with the way they are written.
2. Think of some good news that you wish would really happen.
3. In the space below, write at least five headlines for your good news stories. In addition, write a lead paragraph to go along with each news story.

HEADLINE	LEAD PARAGRAPH

Name:

EDITORIAL CARTOON

Purpose: *To interpret the meaning of an editorial cartoon*

Subject: *General*

Activity: *Editorial cartoons provide a symbolic expression of the cartoonist opinion or viewpoint on a particular topic. Complete the following:*

1. Examine editorial cartoons from different newspapers.
2. Select one cartoon of particular interest to you. Attach the cartoon to the back of this activity sheet.
3. In the space below, provide your interpretation of the cartoon.

CARTOON INTERPRETATION

Name:

WORDS DESCRIBE

Purpose: *To describe values held regarding our society*

Subject: *General*

Activity: *Complete the following:*

1. Reflect on how you feel about the different levels of our society (your community, state, nation).
2. Using your newspaper as a resource, identify at least five words that reflect how you feel about one or more levels of our society. Paste the words below and briefly describe why you chose each word.

DESCRIPTIVE WORD	EXPLANATION OF CHOICE

Name:

YOUR NEWSPAPER—2000 A.D.

Purpose: *To predict future news events and issues*

Subject: *General*

Activity: *Given the rapid rate of change in our society, it is somewhat difficult, but interesting, to predict what events and issues will be reported in the future. Complete the following:*

1. Assume that you are reading your newspaper in the year 2000 A.D. Predict what news stories you might be reading.
2. Write at least five headlines for the stories you predict will be in the news. Be prepared to explain your headlines.

NEWS HEADLINES—2000 A.D.

Name:

NATIONAL SIGNIFICANCE OF LOCAL/STATE NEWS

Purpose: *To describe the national importance of local and state news*

Subject *General*

Activity: *Many news events in your community and state are important to people living in other parts of our country. Complete the following:*

1. Read the local and state news in your newspaper for a one-week period.
2. Select two articles reporting local or state news events that are (or were) of importance to our total nation. Complete the chart.

NEWS EVENT	NATIONAL IMPORTANCE/SIGNIFICANCE
1)	
2)	

Name:

LOCAL SIGNIFICANCE OF NATIONAL NEWS

Purpose: *To describe the local significance of national news*

Suject: *General*

Activity: *Many national news stories are important to the people in your community. Although a story may have happened a thousand miles away, the events may have a very direct effect on life in your community.*

1. Read the national news stories in your newspaper for 2-3 days.
2. Select two stories that you believe are significant to people in your community. Complete the following chart.

NEWS EVENT	LOCAL IMPORTANCE/SIGNIFICANCE
1)	
2)	

Name:

YOUR OPINION

Purpose: *To analyze societal issues*

Subject: *General*

Activity: *Complete the following:*

1. Familiarize yourself with the editorial page(s) of your newspaper including both the issues that are discussed and the writing that is used.
2. Using an editorial writing style, write an editorial about some issues of interest to you. Your editorial should be written to influence others that your views are correct. You may need to do some research on the issue. Consider the following when writing your editorial:
   A. State the argument or problem to be defended.
   B. Write statements about the problem to prove that it exists.
   C. Write a conclusion including a solution.
   D. Conclude your editorial with a call for action.

EDITORIAL

Name:

LIFE STORIES

Purpose: *To summarize important events in our lives*

Subject: *General*

Activity *Complete the following:*

1. Reflect on your life to this point-in-time.
2. Assume that your newspaper is going to publish a one page edition which will "highlite" the most important events in your life.
3. Select at least five news stories which cover some of the most important events in your life. Each story should include a headline and dateline. Include, if possible, one photo or drawing for your newspaper. Use the space below and the back of this activity sheet.

Name:

POSITIVES AND NEGATIVES

Purpose: *To analyze positive and negative events in our society*

Subject: *General*

Activity: *The newspaper provides us with a record of our lives and times. Some news stories discuss positive events while others describe negative events. Complete the following:*

1. Examine at least two issues of your newspaper.
2. Identify the headlines of at least ten stories reporting positive and negative events. Use the following chart.

POSITIVE	NEGATIVE

3. On the reverse side of this sheet, write a brief summary of what you learned from this activity.

Name:

UNANSWERED QUESTIONS

Purpose: *To identify questions about society that need answering.*

Subject: *General*

Activity: *Your study of social studies should raise questions about the past, present, and future of our society. The questions may be simple (who, what, when, where) or more complex (why, how). Complete the following:*

1. Assume that your newspaper carries a specific column which answers questions of interest about the past, present, and future of our society.
2. Read your newspaper and identify at least five questions about our society that you'd like to have answered. After you've identified your questions, do some additional research and answer at least two of the questions.

UNANSWERED QUESTION	ANSWER

Name:

NEWS STORY 5WS AND H

Purpose: *To identify the elements of news stories*

Subject: *General*

Activity: *Complete the following:*

1. Select three news stories from one issue of your newspaper.
2. Read each story and complete the following chart:

STORY ELEMENTS

STORY HEADLINE	WHO	WHAT	WHEN	WHERE	WHY/HOW
1)					
2)					
3)					

Name:

ISSUES IN THE NEWS

Purpose: *To determine the issues most frequently in the news*

Subject: *General*

Activity: *It often appears that the same issues or topics are always in the news. Complete the following:*

1. Examine the news stories in at least three issues of your newspaper.
2. Identify the five issues or topics most frequently reported in the news. Provide a brief summary of why the issue is in the news.

ISSUE	SUMMARY

Name:

PEOPLE IN THE NEWS

Purpose: *To identify people who are continually in the news*

Subject: *General*

Activity: *Complete the following:*

1. Read the news articles in your newspaper for at least a two week period.
2. Identify at least ten people who are continually in the news. Using the chart below, list the individual and why he/she is in the news.

NAME	WHY THE PERSON IS IN THE NEWS

Name:

SUMMARY NEWSPAPER

Purpose: *To determine the most important news stories*

Subject: *General*

Activity: *Complete the following:*

1. Assume that you are the editor of a newspaper that publishes a summary of the news every two weeks. Examine the front page news stories for the two week period.
2. For your summary newspaper, select the five most important stories that you will include on your front page. Give the headline and a brief summary of the article. The articles should be listed in order of importance.

HEADLINE	SUMMARY

Name:

PUBLIC FORUM

Purpose: *To analyze the content of letters to the editor*

Subject: *General*

Activity: *The letters to the editor section of your newspaper provides a forum for the expression of opinion. The letters often give us clues as to what people are concerned about. Complete the following:*

1. Read at least three different letters to the editor sections of your newspaper over a one-week period.
2. Select any five letters of interest and complete the chart.

CONTENT/TOPIC OF LETTER	SUMMARY OF LETTER

3. Using the back of this activity sheet, write a brief summary of what you learned from this activity.

Name:

CHANGES

Purpose: *To analyze changes taking place in our society*

Subject: *General*

Activity: *Obviously, while life goes on, our society is constantly changing. Some changes are positive while others are likely to be negative. Complete the following:*

1. Read at least two issues of your newspaper.
2. Using information from the newspaper as evidence, identify positive and negative changes taking place in our society.

CHANGE	EVIDENCE

3. Using the information you've collected, write an editorial about changes in society. Use the back of this activity sheet.

Name:

NEWSPAPER HYPOTHESES

Purpose: *To identify hypotheses about life in our world*

Subject: *General*

Activity: *The newspaper provides a record of the most important events in our lives and what we are like. Complete the following:*

1. Assume that all you know about life in our world is what you read or see in the newspaper.
2. Examine at least two issues of your newspaper and, since all you know about our lives is what you read in the paper, identify at least 10 hypotheses about what we're like. Indicate the page and date of the newspaper that led you to form your hypotheses.

HYPOTHESES	DATE/PAGE

Name:

INVENTIONS OR DISCOVERIES

Purpose: *To identify inventions or discoveries which would benefit mankind.*

Subject: *General*

Activity: *The newspaper frequently reports of new inventions or discoveries which will be of benefit to all of us. Complete the following:*

1. Using your imagination, identify five inventions or discoveries which would be of great benefit to our society.
2. Write a newspaper headline for each of your choices and the first paragraph of a news story about the invention or discovery.

HEADLINE	STORY

Name:

UNFAMILIAR NAMES, TERMS, PLACES

Purpose: *To define unfamiliar words found in the newspaper*

Subject: *General*

Activity: *Names, terms, or places that are often unfamiliar to us are constantly appearing in the newspaper. In fact, the newspaper gives us an excellent opportunity to keep up-to-date with our changing world. Complete the following:*

1. While this should be a continuing activity, for the time being select one issue of your newspaper and identify and define at least five unfamiliar names, terms and places.

NAMES	TERMS	PLACES

Name:

ASKING FOR ADVICE

Purpose: *To determine the scope of personal problems from advice columns*

Subject: *General*

Activity: *Complete the following:*

1. Read the personal advice column(s) in your newspaper for a period of at least five days.
2. Identify the personal problems discussed in the columns. Provide a brief summary of the problem and the advice given.

PROBLEM	ADVICE

3. In your opinion, are the problems discussed in the advice columns representative of the problems that confront most people?

Name:

MAKING PROGRESS

Purpose: *To identify examples of progress in our society*

Subject: *General*

Activity: *Complete the following:*

1. Examine several issues of your newspaper for articles, advertisements etc., reporting new inventions, discoveries or products.
2. Using the chart, identify the progress reported. Briefly describe the new invention, discovery or product.

INVENTION/DISCOVERY/ PRODUCT	DESCRIPTION

Name:

CONSTANT CONFLICTS

Purpose: *To resolve a conflict*

Subject: *General*

Activity: *Complete the following:*

1. Read your newspaper and identify a story involving conflict of one form or another (person-person, person-government, government-government etc.)
2. Describe the conflict as completely as you can.
3. What are the views of the different sides involved in the conflict? What is your opinion of the views?
4. How did the conflict begin and why is it continuing?
5. What solution would you propose to resolve the conflict?

Name:

PROBLEMS! PROBLEMS!

Purpose: *To develop a solution to a societal problem*

Subject: *General*

Activity: *Complete the following:*

1. Read your newspaper and identify a problem facing our society which is of interest to you.
2. Briefly, describe the problem.
3. After reading as much as you can about the problem, identify as many potential solutions as possible. If you can, rank them in order of promise. Keep in mind the positive and negative consequences of each solution.
4. After considering all possible solutions and consequences, describe your proposed solution to the problem.
5. How would you evaluate the success of your solution?

Name:

TIME CAPSULE

Purpose: *To identify items that are reflective of our lives and times*

Subject: *History*

Activity: *The newspaper provides us with a daily record of our lives. It is a chronicle or record of events in the order of time. Complete the following:*

1. Assume that you have been asked to prepare and bury a time capsule to be opened in 100 years.
2. In addition to some other items, the time capsule will include ten articles or clippings from the newspaper. Each thing included from the newspaper should provide some evidence of what our world is like.
3. Indicate what you selected and why you made your choice. Use the reverse side of this activity sheet if necessary.

ITEM SELECTED	WHY SELECTED

Name:

TODAY'S NEWS – TOMORROW'S HISTORY

Purpose: *To analyze the historical importance of today's news*

Subject: *History*

Activity: *Today's news will become tomorrow's history. The newspaper provides a chronicle of important daily events. In the future some of the events will have been considered important while others will be considered to be of little consequence. The historian decides what is and is not important. Complete the following:*

1. Assume that you are going to write a history book about our country.
2. Examine your newspaper for a period of one week. Determine what news stories you might include in your history book. Identify the stories and indicate why you believe that they are important enough to be included in a history book.

NEWS STORY	HISTORICAL IMPORTANCE

Name:

EYEWITNESS

Purpose: *To describe an historical event from the viewpoint of an eyewitness*

Subject: *History*

Activity: *Complete the following:*

1. It is assumed that someone who actually witnessed an event will be the most reliable historical source available. Select an historical event or period of interest to you and/or one that you are studying in class. You might, for example, be a pioneer on a wagon train, a soldier at Gettysburg or an eyewitness to the flight of the Wright Brothers.
2. It is expected that you will need to do some further research on the event you've chosen in order to be as factual as possible. Once you have the information you need, write a story about the event for publication in your newspaper. In addition, write a headline and dateline for your story. Use the space below and the reverse side of this worksheet.

Name:

PRESENT DAY REFORMERS

Purpose: *To describe current attempts to reform our society*

Subject: *History*

Activity: *Much of history involves the actions of individual and groups attempting to reform our society. The reformers have identified needed changes which, they believe, would improve the quality of our lives. Complete the following:*

1. Read the news articles in your newspaper for a period of five days.
2. Identify three news stories involving attempts by individuals or groups to institute some form of reform. Describe the reform and why some feel that it is necessary.
3. In addition, identify three other reforms that you would like to see happen.

INDIVIDUAL OR ORGANIZATION	DESCRIPTION OF REFORM

OTHER NEEDED REFORMS

Name:

HISTORICAL PARALLELS

Purpose: *To identify perennial historical issues*

Subject: *History*

Activity: *While history may not actually repeat itself, there are some basic issues and problems that appear continually throughout history. Complete the following:*

1. Read one or more issues of your newspaper. Identify at least five issues that are in the news.
2. Given your understanding of history, indicate at least two other periods in history when the issues you've identified from your current paper were important enough to be considered part of history. Describe the issue-past and present.

CURRENT HISTORICAL ISSUE	IN THE PAST	
	1	2

Name:

HISTORICAL REPORTER

Purpose: *To describe an important event in history*

Subject: *History*

Activity: *Complete the following:*

1. Select an historical event of interest to you and/or one that you are currently studying.
2. Study the way news stories are written in your newspaper.
3. Write a news story about your historical event. Include a headline and dateline. Use the space below and the reverse side of this worksheet.

Name:

NEW LAWS

Purpose: *To clarify values through proposed new laws*

Subject: *Government*

Activity: *Many new laws are passed at different levels of government each year. It is possible, of course, that a bill you favored did not pass and therefore did not become law. Complete the following:*

1. Think about life in your community, state and nation. Can you think of any changes you would like to see happen through the passage of new laws.
2. Identify at least two new laws you would like to see passed. Using the space below and on the reverse of this sheet, write an editorial about your proposed laws. Be as persuasive as possible regarding the need for your laws.

Name:

SHADOWING THE PRESIDENT

Purpose: *To determine the range of activities performed by the president*

Subject: *Government*

Activity: *The president performs a wide variety of activities. The activities, for example, may range from delivering a major foreign policy speech to meeting with leaders from Congress regarding an important bill. Complete the following:*

1. Read all news articles for a one week period involving the president.
2. Write the headline for each story and briefly describe the presidential activity.

HEADLINE	PRESIDENTIAL ACTIVITY

Name:

LIVING CONSTITUTION

Purpose: *To describe how the Constitution effects our daily lives*

Subject: *Government*

Activity: *Even after 200+ years, our national Constitution is still in the news. Examples of how the Constitution and all of its amendments affect our daily lives is constantly reported in the newspapers. Complete the following:*

1. Secure a copy of the United States Constitution and related amendments.
2. Read your newspaper for at least five days. Find as many examples as possible of the constitution in the news. Identify the relevant part of the Constitution and describe the related news story.

PART OF CONSTITUTION	NEWS STORY

Name:

GOVERNMENTAL SERVICES

Purpose: *To identify services provided by different levels of government*

Subject: *Government*

Activity: *Each level of government performs certain services for each of us. There are differences in the kinds of service responsibilities at the local, state and national levels. Complete the following:*

1. Read your newspaper for at least three days.
2. Identify as many services as possible that are performed by individuals representing the three levels of government. You'll be able to find examples throughout the newspaper.

LEVEL	SERVICES
LOCAL	
STATE	
NATIONAL	

Name:

THERE'S COMPETITION

Purpose: *To determine levels of business competition*

Subject: *Economics*

Activity: *In general, competition involves a contest between two or more individuals or groups in order to win some prize or gain some advantage. In a free enterprise economic system like ours, competition involves the rivalry between two or more business enterprises to sell some particular good or service. Complete the following:*

1. Examine the advertisements in your newspaper. Identify at least five types of business where there is a good deal of competition. In addition, identify five businesses that appear to have little competition. Use the chart below.

BUSINESSES

A GOOD DEAL OF COMPETITION	LITTLE COMPETITION

2. On the reverse side, write a brief study describing the results of this activity.

Name:

NEW AND OLD PRODUCTS

Purpose: *To recognize old and new consumer products*

Subject: *Economics*

Activity: *While you may not have thought about it, newspaper advertisements contain ads for both old and new products. New products are continually coming on to the market while older products are still being purchased. Complete the following:*

1. Examine the advertisements in one issue of your newspaper.
2. Identify at least ten old and new products, new products, in this situation, are products which would not have been advertised in the newspaper five years ago.

PRODUCTS

OLD	NEW

Name:

GOODS PRODUCED ELSEWHERE

Purpose: *To analyze the importance of trade*

Subject: *Economics*

Activity: *Since your community cannot produce all of the various goods that it consumes, it relies on other regions, states and countries to produce much of what is needed. Each community, state and nation produces what it can do best at the lowest cost. Complete the following:*

1. Examine your newspaper for a couple of days.
2. Identify at least fifteen goods that were produced in other regions, states or countries.

GOOD	REGION/STATE/NATION

3. Using the reverse side of this sheet, write a brief story about what life would be like without trade.

Name:

LUXURIES AND NECESSITIES

Purpose: *To compare items considered luxuries and necessities*

Subject: *Economics*

Activity: *Some items advertised in the newspaper are essential to life while others may be nice to have but are not essential to survival. Compare the following:*

1. Using one issue of your newspaper, examine the advertisements for examples of luxuries and necessities. Use the chart below for your responses. Identify the items and the store offering the goods for sale.

LUXURIES		NECESSITIES	
ITEM	**STORE**	**ITEM**	**STORE**

Name:

SERVICES

Purpose: *To classify services performed by people in the community*

Subject: *Economics*

Activity: *People in your community perform a wide range of services. In fact, new services are provided each year. Complete the following:*

1. Examine the advertisements in one issue of your newspaper.
2. Identify services for the home, services for individuals, and services for businesses. You should be able to find 10 examples for each category.

SERVICES

FOR THE HOME	FOR INDIVIDUALS	FOR BUSINESSES

Name:

TAXES

Purpose: *To identify sources of taxation*

Subject: *Economics*

Activity: *Obviously, money from taxes provides the funds necessary for the operation of the different levels of government. The type of taxes used, and the way that the funds are expended, differs at the local, state and national levels. Complete the following:*

1. Examine the news stories in your paper for at least one week. Clip any articles dealing with taxes and how tax money is spent by governments. Use the following chart. Restrict your responses to what you find in the newspaper.

TAX ARTICLES SUMMARY	HOW TAX MONEY IS SPENT

Name:

ADVERTISING APPEALS

Purpose: *To classify advertising appeals*

Subject: *Economics*

Activity: *Business advertising is used, of course, to persuade people to buy a particular product. Some advertisements are specifically designed to appeal to certain people: the ones who are most likely to buy the product. Complete the following:*

1. Examine one issue of your newspaper. Identify one or more advertisements designed to appeal to the groups listed on the chart below.
2. Using the chart, describe the product and the store.

	PRODUCT AND STORE
WOMEN	
MEN	
CHILDREN	
HIGH INCOME	
LOW INCOME	
TEENAGERS	
PEOPLE IN DIFFERENT OCCUPATIONS	